

# CHILD STUDY

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FEDERATION for CHILD STUDY  
Child Study Association of America, Inc.

May



1925

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# CHILD STUDY

*Published By*

## The Federation for Child Study

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No. 6

### Books and Parental Education

By Alma L. Binzel

**E**DUCATION for parenthood is an accepted objective in modern thinking about child development. How is it to be effected? Who is to do it? What materials are available for the purpose?

In May 1924 a western store demonstrated the bathing and dressing of very young children with its display of infant wear and accessories. Crowds of young mothers watched and questioned the nurses in charge, giving evidence of their ignorance as well as of their desire to know what modern hygiene advocates for the little ones. The owners of the store, reporting the experiment in a mercantile bulletin, announced that such demonstrations will be an annual feature of Baby Week; the store being the logical place to train young mothers in infant care!

Another store has put at the disposal of its patrons library service in books on parents and children.

The largest group of individuals interested in parental education are the parents themselves. As individual readers of books, as writers of papers for clubs which once or twice a year devote a program to "child welfare," as members of isolated study groups of church women or as members of study and discussion circles related to each other through city, state or national affiliations, parents

are feeling their needs and responsibilities very keenly. Sound and helpful literature is therefore in demand.

The supplement to this issue of Child Study is a guide to books valuable to parents and others who create the environments in which children must learn the ways of life. Simple and brief as well as more technical and comprehensive publications in both special and general fields have been suggested. Specific personal needs can thus be met.

A mother with her master's degree in very learned matters confesses she does not know enough about mental development to know how her son stands; hopes he is normal; is surprised

that a child at his age (18 months) distinguishes one, two, three. "Yesterday he counted up to six. This he seems to have gained from his playmates. To offset any mathematical ability (?) such as this I have failed utterly to get any kind of a 'thank you' from him. He has said 'please' since he was seven months old, first using hand-clapping and then later saying 'please.' I marvel when mothers tell me that their children fed themselves at one year; G. M. is just trying to feed himself—although I have been working at it for months.—He was almost seventeen months old before I had him so well trained as to toilet habits

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that I felt certain he would tell me.—Would it not be interesting for a mother to know the average ages for these things?"

Every mother may and should know that rate of learning varies, hence some normal children attain self-managed toilet habits later than do others. Information upon this and other early habit formation is to be found in nursery school, kindergarten and pre-school clinic literature. It emphasizes also, the naturalness of learning earliest those symbols which mean most to the child and the wastefulness of excessive efforts to impose others. Thus, "if-you-please" is acquired more quickly than "thank you"; the child learns that these three words usually bring a pleasant return. "Thank you," on the other hand, is a conventional symbol for expressing appreciation to the giver or the helper. It rises later out of experiencing gratitude. When the lips say what the "heart" feels there will be the integration of inner states and outward behavior conducive to mental health.

Books which promise to show parents how to make their children absolutely obedient and mannerly so that their elders need never suffer embarrassment, as well as books which hold the children directly responsible for educating themselves in manners and morals are excluded from the necessarily brief "white-list." The former books raise several questions as to the life purpose of every new individual no matter what educational, economic or social status may be his as a matter of birth. Are children to be automatons in response to parents' caprices and wills? Little Poll Parrots in the use of phrases which are only a few thousand years old? Puppets that recite verses, shake hands and kiss strangers when parents pull the strings through verbal requests, commands, and threats?

The other books are also out of harmony with our present knowledge of the springs of conduct and feeling. One of them calls for the signing of an oath certificate by the child and a witness which binds the former to study and practice the suggestions on behavior. The outcome will be obedience to, respect for and gratitude to parents—according to the advertising circulars!

Mannerly behavior rises gradually out of the child's experiences in an atmosphere of sincere family courtesy. His morals, too, grow out of experiences in which his natural desires have a chance to satisfy themselves in normal and ac-

ceptable ways, in which deviations through ignorance and lack of foresight are interpreted to him so that they serve to educate him toward fundamental moral standards and conduct. Obedience to necessary laws, respect and love for parents are natural by-products of normal growth. Fortunately some parents and grandparents have rendered excellent service in analyzing this growth within its psychological and social settings. Small wonder therefore that a professor of psychology recently volunteered the comment that no other writers had netted him the insight and helpfulness that came from the parent-author's presentations of the problems and their solutions.

A delightfully quaint forerunner of these modern books by parents is Jacob Abbott's "Gentle Measures in the Training of the Young." He stated some of his principles thus: "When you consent, consent gladly; when you refuse, refuse finally; when you punish, punish good naturedly; scold never, commend often." This "recipe" has significance for those who understand that the "consenting" and "refusing" must grow out of more fundamental issues than the whims, conveniences and rulings of the persons who can enforce their decisions because they are older and larger, experienced and official. They must understand too the nature of even "good natured punishment"; how often it is an emergency measure needed because previous management was not preventive of the present difficulty, how often it is used because one's repertoire of present technique does not include intelligent educative procedure. One must note, too, "commend." One doctor interpreted it as "command"; the consequent behavior of several parents was thereby temporarily warped.

The study of maladjusted children and grown-ups has been quite extensive in recent years. The tempestuous, quarreling child in the home, the failing truant and day dreamer in the school, the young law breaker in the community, the job-losing, trouble-maker in business and industry, the nervous house wife and the philandering husband—these and other deviators from desirable conduct have all come under the kindly scientific scrutiny of those who seek to diagnose for causes as the first step towards prescribing treatment leading to improvement.

The causes of misery, failure, delinquency, illnesses, and nervousness are many; usually in any

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## The Bibliography Committee

The Bibliography Committee was formed some ten years ago by a small group of members of the Federation for Child Study who realized what an important part reading must play in the training of the thoughtful parent. The amount of literature available is so great, that the task of evaluation is practically an impossible one for the single individual. This committee, therefore, by the present time grown to include 25 persons, has as its aim the preparation of a selected and classified list of such books as will be the most helpful for parents, teachers and others interested in childhood and its problems.

Only those books are included in our list as are in general accordance with the ideals and aims of the Child Study Association. We try to select books that are not too technical and yet authoritative. Our standard of selection is maintained at a high level, since it is almost as important not to overload the list as it is to include the best, consequently the absence of any book from our list does not of necessity condemn it, but may only mean we have found others better suited to our particular purpose. Certain books which are not included may nevertheless be placed on our library shelves: such, for instance, as are satisfactory but surpassed in value by others, or perhaps are too technical for most parents, or which may contain helpful messages or chapters but are not approved in their entirety. Others, of course, we may disapprove of absolutely, so that they are completely rejected, and are neither listed nor admitted to the library.

The actual books to be reviewed are mostly sent to us by the publishers themselves, generally in response to a request from us for copies of such books as seem likely to be of interest for our purpose.

In the work of reviewing and selecting books the New York committee is greatly assisted by a branch committee in Baltimore to whom books are also sent for review and discussion. The reports from this committee are sent to the New York committee, thus greatly reducing the work of the latter body. It is hoped that in time similar sub-committees may be formed in other cities also. The actual procedure adopted for reviewing and selecting the books will be best understood from the minutes of a typical meeting of the New York committee.

### MINUTES

The Committee was called to order, the minutes of the previous meeting were read and approved, and other business matters were attended to.

The first book to be brought up for discussion was "The Psychology of the Unadjusted School Child," by Professor Morgan, which had been discussed at the previous meeting, but decision on which had been postponed to enable other members to read the book. A lively discussion ensued, for the original reviewer still maintained strongly an opinion differing from that of the rest of the committee. She considered that in this book the abnormal was overstressed and feared that the untrained person might be led to attempt classifications and treatments which should only be made by the trained psychologist.

Other reviewers, however, all regarded the book as a most valuable help to teachers and parents, and the committee finally decided that the book was too valuable to be omitted, and recommended that it be included in the book list with a comment pointing out these possible dangers.

Four booklets in the National Health Series were next considered. The Expectant Mother by R. L. de Normandie, M. D.—The Child in School by Thomas Wood, M. D.—Adolescence by Maurice Bigelow, Ph. D.—Your Mind and You by George K. Pratt, M. D. These had already been discussed by the Baltimore committee, who reported that they were most helpful and accurate little treatises on the various subjects with which they deal. This being fully agreed to by that member of the New York committee to whom these books had been assigned, it was decided to include them in the book list. It was also pointed out that the small size and low cost of these little volumes fills a special need for inexpensive books.

Another book to be discussed was "How to Know Your Child," by Miriam Finn Scott. This is a new edition of a book published some years ago and at that time not included in the Parent's Book List. It was therefore reviewed again to ascertain whether the new edition contained alterations which might change the opinion of the committee. The reviewers reported that although the book in some respects might be quite helpful to the inexperienced mother, being very easy to read and showing a sympathetic attitude toward the child,

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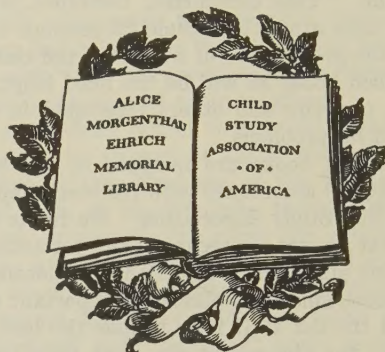
No. 6

The importance of group meetings for the discussion of child problems has long been accepted as one of the tenets of the Child Study Association. What is, perhaps, not so clear is just how such study groups or chapters are to obtain the most help from the enormous mass of literature available on this topic. Book after book is published, the child is dealt with from every angle—physical, psychological, social, educational and moral—and still the flood of writing continues.

"Of making many books there is no end" was the cry of the 'Preacher' more than two thousand years ago and it is echoed still by members of the Parents' Bibliography Committee as they view the piles of books presented for their consideration and endeavor conscientiously to separate the wheat from the chaff. Even when their work is finished and the Book List is for the moment completed—temporarily, of course, for such a task is never-ending—the individual or the study group is still confronted with an alarmingly long list of books, all of which, they are assured, are of real value. How is even this Book List to be reconciled with the limited amount of time at the disposal of the average mother?

Much greater use than heretofore might be made of special literature committees in connection with each study group. A few members of each group who are either already acquainted with the literature of their particular field of inquiry or who have somewhat more than the usual amount of leisure to devote to it, might combine to make a review of those books on the list which are most likely to be helpful. Summaries, criticism and discussion, shared in by the whole group are intensely interesting, both to participants and listeners. It is most enlightening to obtain the varied reactions of several individuals to the same book.

A closer connection between child study chapters and the central Bibliography Committee would keep the study groups better informed on both earlier and current literature on this subject and would also serve as a source of direct information to the Committee as to what type of book is most needed and appreciated by different groups of parents.



## THE ALICE MORGENTHAU EHRLICH MEMORIAL MEETING

A Memorial Meeting to be held on Wednesday evening, May thirteenth, at the headquarters of the Child Study Association of America, Inc.

242 West 76th Street,

will be of the greatest interest to all those friends and admirers of Alice Morgenthau Ehrlich to whom her life and work were a source of inspiration.

A library of parental literature, to be known as The Alice Morgenthau Ehrlich Memorial Library, will be dedicated on this occasion.

It is the aim of the Child Study Association to make this a model library of child study, in which chapter members and research workers in every field of child training may find the best and most authoritative sources on this subject.

*Gifts of books or of money, however small, are needed in order to develop the Library to its widest possible usefulness. All friends of Alice Ehrlich and of the cause of parental education are urged to respond to the work so fittingly dedicated to her memory.*

*The Book List and other bibliographical matter in this issue were prepared by the Bibliography Committee of the Child Study Association, under the chairmanship of Enid M. Oppenheimer.*



## Do Parents Refuse to be Educated?

The news from our first fellowship students indicate that parents welcome educational opportunities.

Miss Clara I. Crowe has been re-appointed for 1925-26 as Mothercraft Teacher in the public school system of Tulsa, Oklahoma. A Central Council composed of two representatives from each chapter group, some fifteen plus groups, including one of girls from fifteen to eighteen years of age and another of colored nurses, indicate the rapidity of the development in one year.

Miss Crowe will also participate in the Summer Session at the state university at Norman, carrying the course in the mental hygiene of the family. Another Mothercraft teacher will carry the course in the physical health. Miss Crowe will also give a series of five talks at a summer Mothercraft Conference at the State College of Agriculture, Stillwater, Oklahoma. This summer work will yield new workers who will serve as sub-leaders for increases demanded for next year.

The unique fact about the Oklahoma work lies in its setting within the Adult Education Program made possible by the Federal and State Vocational Acts of 1917. The funds provided are disbursed in this as in other states through the State Board of Vocational Education. Consequently it is an integral part of city public school systems, and of the home economics teacher-training departments of the universities, state college of agriculture and state teachers colleges. Much credit is due to Mrs. Maude Richman Calvert and Mr. Chas. W. Briles of the State Board of Vocational Education and the school superintendents of eight cities, for the vision which makes this important co-operative venture in adult education possible.

Miss Edith Dixon has been making her contribution through her work as Superintendent of the Mary Crane Nursery at Hull House, and with the Day Nursery Association and some of the newer chapters in Chicago. She sails for England this month, where among other things she will make a careful study of the various well-known nursery schools and training centers for nursery school directors and nursery maids. Familiar as she is with the educational procedure for young children and their teachers as it has evolved in the leading experimental schools of this country, her appreciations will be unusually fine.

The news from Virginia is likewise evidence that when stimulating programs of parental education

are offered, parents respond even as do other workers engaged in important service. Miss Edna Horner reports that groups which began before her arrival are flourishing. Out of the original Richmond group four women have promised to lead the new groups which mothers are demanding next fall. The Norfolk group is also developing leaders for a more extensive program next year.

Miss Horner's group which she directs in addition to a full time program of high school home economics teaching, represents the interest of five public schools.

Mrs. May P. Youtz is the Field Organizer for Parent Training Work at the University of Iowa. Through its departments of Child Welfare and Extension and with the co-operation of the Laura Spelman Rockefeller Memorial, the plan for the first year involved fifteen centers in country, town and city. However, nineteen centers are already established with two hundred and fifty women attending. The requests for more groups and more talks by Mrs. Youtz indicate the immediate need of an assistant.

Small wonder that the University session at Iowa City includes a summer school for parents and Child Study members during the summer of 1925. A university cottage where mothers and children (two to six years) may live, is being provided. The courses will be Child Psychology, Physical Measurements, Child Feeding and others. Mrs. Sidonie M. Gruenberg, Director of the Child Study Association, will lecture and confer with the leaders on June eighteenth and nineteenth. Thus auspiciously will the first anniversary of a definite plan of parent-training for Iowa be recognized on its University campus.

Utah enters the field of parental education by offering at its Second National Summer School, June-July 1925, two courses—The Mental Hygiene of the Family, and Education for Parenthood. Many parents and the teachers of home economics will take the work as the preparatory steps for a state-wide program of parental education. Miss Alma L. Binzel will teach both courses.

In the city of Cleveland sixty-nine parents are taking the course, "Education of the Pre-School Child." Eight of these parents are fathers. All attend a two-hour session once a week. Dr. G. C. Myers of the Department of Psychology conducts

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given case several are present. Their effects could often have been detected early if parents and teachers had understood that undesirable behavior ways are symptoms which should be traced to their causes and not habits that should be abruptly broken. Juvenile stealing, for instance, may be a habit formed through faulty training in property and money matters; a reaction against unintelligent, domineering home or school authority; or a procedure learned from companions bound together by secret practices. This is but a partial list of the nature and the causations of the conduct called stealing.

The available case histories of children who come to juvenile courts and clinics will reveal others and indicate also the varied techniques which the mental hygiene doctors and social workers use to discover and then remove causes before expecting a return to socially healthy conduct. Drastic threats and violent punishments have no place in the treatment. Indeed much of the therapeutic procedure is primarily that of the wise persons in all times and places who have tried to understand what forces a given individual into unfortunate behavior, how he can be aided in outgrowing or exchanging it for other types that will satisfy him and also make him worth while to his group.

Many parents in every generation have been most helpful with their sympathetic listening to and wise interpretation of the affairs of their children. Such services many persons have rendered to their friends in need, many old-fashioned family doctors to their patients, many teachers to their troubled students, many religious teachers to the afflicted souls that have sought their aid. In the decades since 1880 the therapy has been elaborated, rather definitely formulated and somewhat extensively practiced under the name psychoanalysis. This word actually indicates part of the process—taking apart the psyche (mind or personality) in an effort to see what elements entered into its make-up in misunderstood forms.

The other part of the process is psycho-synthesis—rebuilding the personality under the guidance of one whose greater insight, learning and experience qualifies him to clear up the errors of the past. Life can not be lived without some of these but they must be “digested” as they occur or troubles may arise later. Many of these yield to treatment.

The first reaction of parents and others to the content of the literature of psychoanalysis or mental hygiene may vary from unwillingness to read it, ridicule of its trend, denial of its validity, misinterpretation of the interest of those who study and use it—may vary from these reactions to the opposite of declaring that everyone is in need of readjustment through psychoanalytic treatment. These extreme resistances and enthusiasms are probably equally indicative of blind spots in their owners. Both show misunderstanding; the latter, in failing to recognize that wholesome family and school activities have prepared many persons in every generation to meet wholesomely the demands of their own natures and of society: the former in thinking psychoanalysis new in content, attitude and general technique. As a matter of fact some of its best exponents find in the old-fashioned parents’ understanding ways of meeting babbling confidences from little children the essentials of psychoanalytic technique in the prevention of mental disturbances. Other exponents are inclined to consider psychoanalysis at least as old as the Biblical injunction: “If thy brother ask thee to go one mile; go twain.” During the former he (the patient) will take a part, during the latter you (the mental hygiene doctor) will help him to a healthier re-synthesis of his personality.

The matters over which souls despair have long been known. Novelist, dramatist, poet, biographer, have given in worthy literature their insight into the forces that make or mar personality in the confines of the family circle and beyond. Their offerings though not listed in this supplement, should be utilized. These literary interpreters of human nature illumine further what the other authors, parents, psychologists, biologists, sociologists, psychoanalysts provide. It is fortunate for the children of our own and succeeding generations that we have access to their findings.

For more than thirty years the Child Study Association of America has found the study and discussion of authoritative books a successful method in cooperative efforts in parental education. The second quarter of the twentieth century will demonstrate on an increasingly large scale that parents welcome it as a means to a better ordering of life within and without the home. The suspicion is growing that they who rock the cradle *do* rule the world; hence if there is to be a better ruling there must be greater insight into the kind of cradle rocking that should be done *and who shall cooperate in doing it.*



### THE NEED FOR NEW MEMBERS

Members will probably need no reminder that a membership campaign is on.

We are at the end of our study year, which is not the best time for such effort. Considerable enthusiasm has nevertheless been manifested.

Next season's program is not yet definitely formulated. Indications are, however, that 1925-26 will, if anything, promise even more of interest than the year just expired.

But in approaching possible new members this is not the only point to emphasize. We all want to see people support this work because they believe in it, not alone for what they individually expect to gain from it. This whole movement should be regarded from the broadest viewpoint.

Do we believe in parental education? Do we believe that we are in the vanguard of a big world movement? May we not hope that by popularizing everywhere the best thought of this and other countries regarding child life we may create a veritable new race?

We are not asking monumental labors from anyone. But we realize that if each will help a little we can accomplish much.

If your friends wish to postpone enrollment, remember that although chapter courses are just closing, the play schools will shortly open for their summer work. Here we can benefit thousands of children forced to remain in the hot city all summer long. The play schools, besides forming a wonderful laboratory for educational experiment, provide for these little ones all-day-care, happy constructive activity, proper rest and nourishing food.

All funds received by the Child Study Association at this time help to keep up our end of this undertaking, which has now assumed vast proportions. Be sure to put this fact before each friend whom you approach.

### THE PLAY SCHOOL SEASON

Fifteen Summer Play Schools will open in New York City on July 7th, to continue throughout July and August. The Child Study Association as usual assumes the responsibility of organization and supervision of these schools, which will be conducted in congested districts of the city. The all-day program includes a hot luncheon, afternoon milk, dramatics, manual activities, home-making, and health teaching. Special emphasis

will be laid this year upon nature study in connection with the weekly outings to nearby parks.

Ten additional organizations have approached the Child Study Association for aid in planning and establishing this all-day summer program. Since, however, the All-Day-Care budget from which the Board of Education appropriates funds toward this work has already been exhausted for this season, no additional schools can be opened this year.

The largest Summer Play School in New York City is that conducted in the Ethical Culture School, where 300 children are cared for daily. Other schools are situated at Beth El Sisterhood, Beth Israel Hospital, Brightside Day Nursery, Emanuel Sisterhood, Florence Baker House, Grosvenor House, Hamilton House, Henry Street Settlement, Hudson Guild, Lenox Hill Settlement, Madison House, New York Infirmary for Women and Children, Mt. Sinai Hospital, Public School 4 Bronx. There will be one school in the Council Educational Alliance, Cleveland, Ohio.

### Mr. Martin and Dr. Koffka Speak

Two interesting events closed the season's lecture program of the Child Study Association during last month—Everett Dean Martin's lecture on "Habit and Personality" at the Ethical Culture Meeting House on March 23rd, and the Conference at headquarters on April 8th, at which Dr. Kurt Koffka of Giessen University outlined his new theories of child psychology.

The theme of Mr. Martin's address was the building of personality through correct habit formation.

Attendance at the Conference at which Dr. Koffka spoke was limited to members of the Child Study Association and a large number took advantage of this unusual opportunity. Dr. Koffka is Visiting Professor of Psychology at Cornell University, and his recent book "The Growth of the Mind" has aroused the most intense interest on the part of American psychologists and educators because of the very original conclusions which Dr. Koffka has drawn from his investigations.

### *The Educational Film*—EVOLUTION

will be shown under the auspices of the Teacher's Union Auxiliary, at the Washington Irving High School, MAY 9th, at 3 P. M.

Tickets 50 cents



(Continued from page 5)

yet there were occasional features that made it undesirable for the book list. For instance, the author shows entire approval of a mother who firmly breaks up her child's toys to teach the little girl not to give way to "tantrums." Not only were the toys thus wantonly destroyed, but the child in her abject grief was forced to say that the destruction was her own fault. This advocacy of waste of property and the enforcement of quite illogical reasoning was felt to be so foreign to the aims of the Child Study Association that the committee again voted for the entire rejection of the book.

Dr. Moore's book, "Nutrition of Mother and Child," came next before the attention of the committee. His contention that all infants are entitled to breast feeding was of course fully subscribed to, but it was felt that he perhaps erred on the side of exaggerating the dangers of artificial feeding. The fear was expressed that some conscientious mothers, really debarred from nursing their babies, might magnify too greatly the handicap to the child. Also that some of the methods suggested in the book might prove dangerous if followed literally in every case without the advice of a physician. It was therefore decided to obtain the opinion of an eminent pediatrician on the book and to postpone decision till the following meeting.

Two reviewers next gave very favorable reports on the "Education of Exceptional Children" by John Horn. This book contains many helpful and interesting suggestions for parents, although dealing primarily with ways of bettering our public school system. After all, this is essentially a parent's problem. Mr. Horn feels strongly that American schools confuse equality of opportunity with equality of treatment, and points out that by supplying the same education for all grades of intelligence, the general standard of attainment is necessarily lowered. The dull child and the very bright child should neither of them go through the same curriculum as the child of average intelligence. Of importance to the parent is Mr. Horn's contention that such differences of training should be observed in the home as well as the school. The committee agreed in recommending this book for the parent's book list.

There was also complete agreement expressed by the reviewers of "Wholesome Childhood," by

Ernest and Gladys Groves. Written simply and in an almost conversational vein, the book is yet authoritative and scientific, and should prove of the greatest value to all mothers anxious about the training of their children. Surprise was expressed by the reviewers at the introductory chapter, which was felt to be unsatisfactory and unnecessary and below the standard of the rest of the material. The committee, however, unanimously decided to place the book on the book list with a strong recommendation.

After distribution of new books to the members for review by the next monthly meeting, each book being assigned to at least two members, the committee adjourned.

(Continued from page 7)

the course.

Twenty-five other parents were turned away as provision could not be made for them.

The full-time 1925 scholarship students will carry on as follows:

Miss Alice Brill will participate in the Iowa State Program for Parent Education which Dr. Baldwin is supervising.

Miss Silla Marguerite Carr-Harris will be with the Canadian National Committee for Mental Hygiene, Toronto, Ontario.

Miss Lena E. Hemphill returns to her work as Commissioner of Mothers' Pensions, Juvenile Court, Seattle, Washington.

Miss Martha I. McAlpine has been appointed State Agent in Parent Education for Georgia with membership on the staff of the State College of Agriculture at Athens.

Miss Leone Reaves as Head of the Home Economics Department at William and Mary College, Williamsburg, will aid in the further development of Parental Education in Virginia.

Miss Mary Russell will serve in the Research Division of the Canadian National Committee for Mental Hygiene, Montreal, Quebec.

Those who held scholarships for the first half of the year are:

Mrs. Edna P. Fox who is now field lecturer on social hygiene as one aspect of health education, in a co-operative project carried by the National Congress of Parent-Teachers Association and the American Social Hygiene Association, New York City, and Mrs. Arthur Holding who is assisting the Director of the State Bureau of Public Charities and Mothers' Aid at Raleigh, North Carolina.

Fifteen scholarships have been granted for 1926.

A. L. B.



## OBSERVATION IN THE FIELD

He called upon a visiting instructor at a nationally known university. Her interest is in the home aspect of the successful rearing of children. To her he confided his plan for a correspondence school for parents. He would organize programs of readings for them; he would answer their questions concerning their difficulties!

The instructor, approving these items, asked his professional qualifications for conducting such a school. They were a Bachelor of Arts degree from a western university and a course in salesmanship; materials, outlines and pamphlets which he was even then collecting in his calls upon instructors.

A given child's difficulty may call for knowledge of one or several of the following: biology, physiology, psychology, sociology, pedagogy, medicine and psychiatry. How safe for troubled parents could be advice from this school? Was the instructor too critical of the plan of this youth in calling his attention to the risk he was asking parents to take?

A. L. B.

## CHAPTER ACTIVITIES

Child Study chapters outside of New York have been extremely active this spring in the arrangement of interesting programs.

The Newark chapter, in co-operation with the Newark Y. M. and Y. W. C. A. has already held three successful meetings at which Dr. Julius Levy of the New Jersey Department of Health, Dr. James S. Plant and Miss Anna Eva McLin of the Child Education Foundation spoke. Two more lectures will be given during May, at the Y.M.H.A. Building.

On Wednesday evening, May 6th, Mrs. Sidonie M. Gruenberg, Director of the Child Study Association, will speak on "Modern Parenthood."

On Wednesday evening, May 27th, Miss Alice P. White, of the Department of Sociology, State Normal School, will speak on "The Motive Forces in the Child and Their Control."

The Mount Vernon Chapter arranged for three meetings on "The Moral Education of Children" during the past months. The speakers on this subject were Dr. Marion Kenworthy, of the Bureau of Child Guidance Clinic; Dr. John Lovejoy Elliot of the Ethical Culture Society; Dr. Aaron Robinson, Director of the Newark Y. M. H. A.

## THE COMING FALL CONFERENCE

The three-day Conference of the Federation for Child Study held in New York City in November 1924 is a worthwhile memory for those who attended. It has been followed by requests for a second opportunity to confer on the questions involved in Parental Education.

The leaders of distinct study groups, Parent Teacher Associations, etc., have shown decided interest in the ten Seminar Conferences which were held this year from February to May. They have regretted that the Conferences were not concentrated in a brief space of time which would have made attendance possible.

At this time of going to press, it seems reasonably certain that the Conference and Institute will be combined into one program for next Fall. The dates under consideration are October 26th through November 7th.

Three days will be given to the Conference, including the Annual Meeting. The remaining ones to intensive work in Round Table Groups on the problems of modern parenthood.

*Suggestions from those who know the needs in the field are welcomed, as are requests for fuller information to the Child Study Association of America.*

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I met a little city girl  
And she was gaily clad,  
Yet there was something in her look  
That made my old heart sad.

"Sisters and brothers, little maid,  
How many may you be?"  
"Why, I'm the only child," she said,  
And wondering looked at me.

"And how is that? I pray you tell."  
She answered: "Can't you see,  
That Mother has no time for more?  
Her job is studying me!"

"Her courses in psychology  
Are her chief occupation,  
And meetings of the Mothers' Club  
Her only recreation.

"Kirkpatrick, Dewey, Thorndike,  
Montessori, William James—  
She's made exhaustive studies  
Of their theories and aims.

"My instincts she has analyzed,  
Their functionings she knows,  
Their nature and their origin  
She's learned to diagnose.

"The troublous adolescent years—  
She fears them not at all;  
She's solved their every mystery  
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"Since she has studied Jung and Freud,  
Her aim has been to find  
The psycho-analytic depths  
Of my sub-conscious mind!

"My complexes and reflexes  
She's learned to correlate;  
There's not a word or look of mine  
That she can't tabulate!

"Biologists, psychologists,  
Professors of all factions,  
Each has contributed his share  
To shaping my reactions!

"They've measured my intelligence  
With scientific care,  
Tho of what use it is to me  
I'm not at all aware!"

"Alas, poor little maid!" said I,  
"Twould put me in a passion  
To be so vivisected in  
Such laboratory fashion."

"Oh, see you not," the child replied,  
"That I've found my vocation  
In serving as the instrument  
Of Mother's education?"

JANE H. POSNER  
(Reprinted from "Life")

Seven "Studies in Child Training" are now ready. See page 15.

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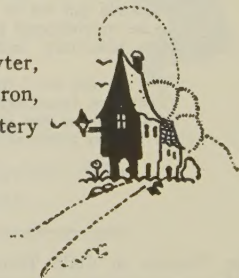
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## Suggested Readings from Current Periodicals

*The Application of Psychiatry to High School Problems*, by Anne T. Bingham, M.D. Mental Hygiene, Jan. 1925.

Demonstrating a workable plan whereby psychiatric interviews of the High School student can be held at the school more profitably than by taking him to an outside clinic.

*Family or Companionship*, by Paul Popenoe—Journal of Social Hygiene, March 1925.

An interesting exposition of the existing institution of marriage as it is related to the child-bearing and non-child-bearing families. "Apart from specific reforms," the author concludes, "a great deal would be accomplished if young people were properly educated for family life."

*Success, Personality and Intelligence*, by W. W. Charters—Journal of Educational Research, March 1925.

This article raises the question of the "limitations of intelligence tests as a basis for the prediction of success either in school or in life." The author accepts their importance in measuring mental alertness, but calls attention to their limitation as a measure of the total ability of the individual.

*Fearful Parents*, by Ira S. Wile, M.D.—Kindergarten and First Grade Magazine, April 1925.

Describes fear elements affecting home environment and their power of contagion.

B. G.

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